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| PREDMET: **Engleski jezik** | | | Razred: **8.** | |
| UDŽBENIK: **Portal to English 4** | | | IZDAVAČ: **Data Status** | |
| NASTAVNIK**:** | | | ŠKOLA: | |
| ČAS BROJ**: 23.** | | ODELJENJE**:** | | DATUM**:** |
| Nastavna tema: | **Nature all around** | | | |
| Nastavna jedinica: | **Present Perfect Simple vs Past Simple** | | | |
| Tip časa: | utvrđivanje | | | |
| Cilj časa: | Učenici će umeti da prepoznaju i imenuju pojmove koji se odnose na temu života u budućnosti, kao i da opisuju događaje u prošlosti. | | | |
| Očekivani ishodi: | Po završetku časa učenici će biti u stanju da u usmenoj i pismenoj komunikaciji:  - prepoznaju i imenuju pojmove koji se odnose na temu života u budućnosti  - razumeju složenije iskaze koji se odnose na opisivanje događaja u prošlosti  - pronađu informaciju čitanjem. | | | |
| Međupredmetne  kompetencije: | kompetencija za učenje, odgovorno učešće u demokratskom društvu,  komunikacija; | | | |
| Oblik rada: | frontalni, individualni, rad u grupi | | | |
| Nastavne metode: | dijaloška, rad na tekstu, metoda pisanja | | | |
| Nastavna sredstva: | tabla, CD, udžbenik | | | |
| Korelacija sa drugim predmetima: | srpski jezik i književnost | | | |
| **VREMENSKA STRUKTURA ČASA (TOK ČASA)** | | | | |
| **Uvodni deo:**  (5 minuta) | **Udžbenik 42. strana**  **Read**  **A Discuss**  Nastavnik ističe ciljeve časa i pokreće kraću diskusiju na temu života u budućnosti, podstičući učenike da iznesu što više ideja. | | | |
| **Glavni deo:**  (30 minuta) | **B You are going to read an extract from a short story. First, read the introduction to the story below. What caused the world to change?**  Nastavnik ističe fotografiju koja prati tekst, a zatim daje učenicima dovoljno vremena da pročitaju tekst i odgovore na pitanje.  *The entire planet has ­looded and everyone lives on large ships.*  **C Now read the extract. Five sentences are missing. Complete the gaps 1-5 with the sentences a-f below. There is one extra sentence which you do not need to use.**  Učenici čitaju savet iz odeljka *Tip*, a nastavnik objašnjava nepoznate reči. Učenici čitaju tekst i dopunjuju rečenice ponuđenim odgovorima. Sčedi usmeno izveštavanje.  Nastavnik dodatnim pitanjima proverava razumevanje pročitanog teksta:  *Was it easy for Dr Sanderson to talk? No, it wasn’t because his throat was sore.*  *Was Dr Sanderson’s pod designed to last for a very long time? No, it wasn’t.*  *What year does the doctor think it is? 2015*  *What year is it actually? 2112*  *How long was Dr Sanderson in the pod for? He was in the pod for nearly a hundred years.*  *Who is Felicity? She was Dr Sanderson’s assistant.*  *What happened when the doctor touched the wall?*  *It became clear glass and he could see the outside world.*  *What was the outside world like? It was endless sea.*  *How did the doctor feel? amazed and surprised*  *Where are they now? over the Eastern Atlantic Rise, what used to be France*  *Who was the doctor found by? Some divers found*  *his pod during their explorations.*  *Where was he found? He was found in the area around the South Anglia Scuba Diving Park.*  *What actually happened? Global warming led to excessive ­looding that covered all the land.*  *Where do people live now? People live on very large ships called city-ships.*  *Why did the alarm go o­f? to warn them of another ship close by which might not be friendly*  *How is the woman referred to in the story? the voice / a ­igure in a white coat / the ­igure / the white-coated ­igure / she / White-coat*  **Opciona aktivnost**  What will happen next?  Učenici u paru osmišljavaju nastavak priče, a zatim ga dele sa razredom.  **Udžbenik 43. strana**  **D Look at the highlighted words in the extract, and try to guess what they**  **mean in this context. Then match them with the meanings a-f below.**  Učenici pronalaze istaknute reči u tekstu, iznose svoja zapažanja šta one znače one datom kontekstu i povezuju ih sa rečima u vežbanju. Sledi usmena provera odgovora.  **E How can Dr Sanderson be described throughout the extract? Choose**  **from the adjectives below, giving reasons for your answers.**  Učenici biraju reči kojima bi mogli opisati lika iz priče i obrazlažu svoje odgovore.  Primer odgovora:  *At the start of the extract, Dr Sanderson seems confused; he doesn’t know where he is or what happened to him. He also feels anxious; he*  *believes he might have been in an accident. When he remembers his pod, he feels excited because he now knows that it works properly. He is also*  *proud; he says that this is a huge step for science. When the woman in the white coat asks him about the year, he is a little rude; he waves her away with ‘Yes, yes, it’s 2015…Never mind all that’. After hearing how long he was asleep for, Dr Sanderson seems terri­ied. When the wall turns*  *to glass, he is startled, both by the technology and by what he sees; he asks ‘What…? Where are we?’. However, he seems calm as the woman*  *starts to explain. At the end of the extract, she tells him not to worry about the loud noise they hear, which suggests that he probably appeared*  *alarmed.*  **F Discuss**  Učenici su podeljeni u manje grupe i diskutuju o pitanjima u vežbanju. Nastavnik poziva nekoliko učenika da iznesu svoja zapažanja pred razredom. | | | |
| **Završni deo:**  (10 minuta) | **Grammar**  **Present Perfect Simple, Present Perfect Simple vs Past Simple, Time Expressions**  Nastavnik podstiče učenike da pročitaju istaknute primere i pita učenike čega se sećaju iz prethodnih razreda na temu **Present Perfect Simple**. Nastavnik upućuje učenike na primere upotrebe *ovog glagolskog vremena*, daje potrebna objašnjenja i podstiče učenike da sami navedu rečenice u kojima će pravilno upotrebiti ovo glagolsko vreme. Za dodatna objašnjenja nastavnik upućuje učenike na odeljak *Grammar Reference* 112. strana.  Učenici individualno rade rečenice u sklopu vežbanja, dopunjujući ih odgovarajućim oblikom glagola. Sledi usmena provera odgovora.  **Domaći zadatak:** Radna sveska 30. i 31. strana. | | | |
| **Digitalna opcija časa** | **IWB:** Nastavnik prikazuje pitanja pomoću interaktivne table.Nakon pojedinačnih odgovora učenika, nastavnik klikom na interaktivnoj tabli u sklopu vežbanja prikazuje tačne odgovore. Nastavnik koristi IWB softver i za reprodukovanje audio i video zapisa. | | | |
| **ZAPAŽANJA O ČASU I SAMOEVALUACIJA** | | | | |
| Problemi koji su nastali i kako su rešeni: | | | | |
| Sledeći put ću promeniti/drugačije uraditi: | | | | |
| Opšta zapažanja: | | | | |